

**Pilot project “Transcultural Prevention of Violence and Promotion of Health”, July 1, 2011 to June 30, 2015**

**Study visit Scotland (Edinburgh/Glasgow/Stirling) September 10-15, 2012**

Scotland: 5 million inhabitants

**Schools**

School	Key points	Conclusion
<b>Castle View Primary School Edinburgh</b>	<p>School in a neglected part of town Edinburgh’s Craigmillar/Niddrie: Teachers work with laptops and power-point presentations in the class. Large classes with up to 37 children, but with 2 teachers who work in two groups in one large room. Extra peer mediation room. They work a lot with feelings and improvements of behaviour. Children who sense they may become disruptive in class can sit themselves somewhere else in the room. For six years the school concept has been: <i>Rights Respecting School</i>. Everyone is included, even cooking and cleaning staff. Parents are also actively involved, separate parents’ room, where parents can meet any time and parents also teach. An attempt is made to win over the socially very underprivileged parents to support their children’s education. In kindergarten very intense early support and attempts to compensate the deficits of the parents’ home. Each Friday there is a big get-together where all children and all the teachers are present and the parents are invited to attend.</p>	<p>Changes to improve behaviour is a central factor of the school with its behaviour support teachers. Very solution-oriented. Proactive measures, innovative, very structured school.</p>

<b>Craigroyston Primary School Edinburgh</b>	<p>This part of Edinburgh in the north (Muirhouse) has the highest poverty rate of all of Scotland. This region is one of the most depressed in Scotland: 90% of the population of this part of town live below the poverty line (40%: relative poverty, 50% absolute poverty). Here there are families where already the third generation is unemployed and one does not know anyone with a regular job ("lost generations"). At the school there are a number of single moms. Difficulties with parents who are drug addicts or mentally ill. Part of the project for 10 primary schools at which 4 volunteers work in a therapy training at the school with parents and children. Families with whom they work are generally suspicious of social workers. There is an important national teaching goal: "Getting it right for every child." In twenty years, the school director has only once excluded one child for a long period from class. Much is done to be able to keep the children in school.</p> <p>Project at the school: Fast - "Families and Schools Together" with student volunteers from Edinburgh University. 30 families come to the school from 3:30 to 6:30 p.m. to spend quality time with their children. One family cooks for all the other families and then they all eat together. They try to convey to parents who cannot relate to education that it can make a real difference for their children if they become involved.</p> <p>Every two weeks there is a one-hour meeting of all teachers with the school director. Many teachers are ill in the first week of school because they are so overburdened.</p> <p>Project, which addresses domestic violence and was cited by the school director: "<i>The cedar project</i>", <i>Giving myself safety</i>: can be booked for 6<sup>th</sup> and 7<sup>th</sup> level of schooling in Edinburgh.</p>	<p>Several projects, which can be quite intense, with volunteers. Active and committed school director.</p>
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## Universities

Institute	Key points	Conclusion
<p><b>With Scotland</b>  <b>Connecting research</b>  <b>with practice</b>  <b>School of applied</b>  <b>Social Science</b>  <b>University of Stirling</b></p>	<p>Child welfare, resilience and child protection are the three major research and teaching areas at the “University Stirling” at the “School of Applied Science”. Recent developments in the school system and objectives of the government are communicated in teaching taking into account research findings.</p> <p>On the basis of cases in which child protection measures had either too much or too little effect, an attempt is being made here to develop better measures – people sometimes try to escape the control system and move to remote islands of Scotland (Western Isles/Hebrides and Orkney Isles), but this is not very effective. Evidence-based research tries to develop practical measures for child protection. In various work groups the government is continuously seeking to develop new laws and goals. There is also an “Adult Protection” group, headed by Fiona Mitchell. A three-point test was developed which divides adults that harm themselves or others into different groups. In the area of child protection there were many changes in recent years. In schools there is the tendency to promote responsibility in everyone. Self-responsibility and the recognition of one’s own limitations are important and is seen as playing a very strong preventive role. The Scottish police see preventive measures as being very important and there is thus also cooperation with various institutions. The third sector (NGO) is sometimes not so cooperative in the implementation of recommendations, which are elaborated at the universities.</p>	<p>The focus here is on research and in teaching – the cooperation with NGOs is also in part described differently – child protection is primarily dependent on the stability in the domestic environment. In the case of violence directed at the mother, this is also seen as a threat to the child’s welfare. Various approaches are adopted to study resilience in children and to try to support children as this is seen as a way to implement child protection.</p>

<p><b>NSPCC Child Protection Research Centre University of Edinburgh</b></p>	<p>Staff of 4 This institute is mainly involved in research on the effects of violence and the prevention of violence in children and youth. The director has international contacts. She had just been to an international conference, the 19<sup>th</sup> ISPCAN (<i>International Congress on Child Abuse and Neglect</i>) <a href="http://www.ispcan2012.org/abstracts_2012.pdf">http://www.ispcan2012.org/abstracts_2012.pdf</a> Studies on the effects of domestic violence and sexual violence in sports' associations and factors effecting resilience among children from underprivileged social background. "Peer to Peer" violence is also a current field where studies are planned. Sexual bullying is also a theme. A teachers' project is also underway where teachers are given support at the beginning of their teaching career right after having completed their studies and receive counselling on themes related to violence and the prevention of violence. There is a lack of therapeutic facilities for dealing with sexual abuse, only 6 altogether in Scotland. Teachers in Great Britain are not obliged to report cases of sexual abuse to the police and have little knowledge and self-confidence in dealing with this subject. Teachers in Scotland are more concerned about "peer violence". Bullying usually has a sexual element. (see <i>Respect me</i> – they have a different view of this.) Organization <i>CHILDREN 1<sup>ST</sup></i> was mentioned: it is active in child protection but otherwise hardly any facilities in the more remote areas, such as the Highlands. Amnesty International is very active in Scotland for women who are victims of violence, but who, because of their residence status, do not have access to a protective facility. Very restrictive residence conditions, women's shelters only accept women with a valid visa. They recommended publications by Dr. Gilian McClusky who has worked extensively on violence in children and</p>	<p>Focussed institute with interesting research areas, good international networking. Also good contacts within Scotland and cooperation – projects with the police and social workers – primarily in order to be active in the area of prevention. Studies and documentations on child protection and domestic violence are very good in Scotland but there is still room for improvement, i.e., a need for adequate facilities, in the follow-up interventions.</p>
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	<p>its effects.</p> <p>They are interested in DAPHNE-projects and the possibility of study visits to Austria.</p> <p>“Stop it now” in Chicago has good material on the subject of violence protection. In Glasgow there is a pioneer facility: Archway (Rape and sexual assault service). One-stop model (Counsellors, doctors, police, etc. – all in one place). Age group of 16 to 18 is critical in Scotland. Young people already are of legal age when they are 16. For this age group there are not enough offerings and support. In recent years Child Services has had budget cuts between 10 and 40%. There have been budget cuts everywhere but here they were disproportionately high.</p>	
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<p><b>STEP Scottish Traveller Education Programme, University of Edinburgh</b></p>	<p>Institute, which is committed to studying the life of “travellers” (four different mobile population groups) in Scotland. The measures are mainly geared to the school situation of the travellers’ children since the number of school drop-outs among secondary school students (11 to 16 years of age) is particularly high. Travellers do not have great trust in the school system. STEP works strongly with trust-fostering measures, the teachers visit the parents of schoolchildren at their homes.</p> <p>Various groups of travellers have been distinguished, such as the “Scottish Gypsy Travellers”, the “Showdown Travellers”, “Alternative Lifestyle Travellers”, and more recently the “Roma Travellers”. It has been noted that the majority of Roma Travellers come from the new EU countries and that from 2013 on they will have full rights of residence and labour. There will be new developments as a consequence. The extended family is very important among the travellers. The original travellers are distinguished from the Romas, since the travellers are really mobile and do not have a fixed residence. The children of travellers are asked how they see children who do not live this way – recommendation for the online paper “Traveller Times” and for the book “Traveller, Nomadic and Migrant Education” (Ed. Patrick Alan Donaher, Marin Kenny &amp; Judit Penny-Lear). In Austria there are no classical travellers. Travellers in Scotland are mainly involved in handicraft work and field labour, as well as commerce with used or discarded items and performing (magic or fortune telling). Books by travellers have been published, Jess Smith very well known. Traditionally, many boys worked with their fathers, while girls took care of their younger siblings and were also responsible for cleaning the trailer.</p>	<p>Impression that there are big changes taking place among the travellers and that the new population groups (Roma) are also giving new impulses to the definition of travellers – mobility is now less a focus than poverty and the low level of education. It is not clear how effective the education measure of the government are in children of the travellers and what effects they will have on the community of traveller families.</p>
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## NGOs

NGO	Key points	Conclusion
<b>Zero Tolerance Edinburgh</b>	<p>27 staff members</p> <p>Zero Tolerance is an organization that develops and disseminates various high-impact public projects. It received enormous attention all over Europe about 20 years ago with its successful campaign “No Man has the Right” (a white Z against a black backdrop), but then it became more silent. In addition to anti-violence projects it has also done educational work for young people (at present against sexual exploitation and pornography): “Unhealthy and abusive teenager relationships”, “Abuse in Sport Clubs”, “We don’t really know how to feel about pornography” (as the staff of Zero Tolerance says).</p> <p>Also awareness-building for journalists who use violent or sexually violent words. “Responsible media” should keep an eye on communication and guidelines for Scottish newspapers are actually needed. They try to avoid confrontational material and imagery in their anti-violence campaigns as opposed to England – they would prefer to show normal life and possible abysses lying behind the façade. Are seeking new partners for the EU Daphne programme. The women’s movement is very strong again in Great Britain – networking is very important for Zero Tolerance, in particular in connection with applications for funding more transparency is called for between the various institutions. In Scotland teachers are very recognized in the population – every school is allowed to develop its own curriculum and to thus integrate subjects such as violence prevention and social learning.</p> <p>They spoke about the study by Nancy Lombard who addresses the acceptance of violence at home. Alcohol and sports are closely related areas in Scotland, which are often linked to domestic violence.</p>	<p>Experienced institution, which does reflected and well-researched projects and PR work on subjects related to various forms of violence. At present they are very active in public work on violence with youth and sexual violence among youth but also with violent language in the media, in particular in newspapers. Feminist approach, link between political grassroots movements and NGOs.</p>

	<p>The Scottish police have developed very well in connection with dealing with domestic violence. There are, for instance, special teams for domestic violence, which for instance visit families again and again, where violence takes place, even without calling beforehand, to see whether everything is ok. Even in Scottish courts there is a team that has specialized in domestic violence. Zero Tolerance is in a conflict with the Municipality of Edinburgh because of clubs and saunas where prostitution is offered. They would like to see this banned in the City of Edinburgh as well as in Glasgow. The municipality, by contrast, does not want this to happen because this would result in prostitution going underground.</p> <p>Reduce Abuse Project: "Name it and shame it" (West Dunbartonshire Council) (Shona Bruce)</p> <p>Zero Tolerance is trying to close the gap between "grassroot" movements and NGOs, networking.</p>	
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<p><b>Respect me Scotland's Anti-Bullying Service Glasgow</b></p>	<p>Main task is to train key staff members. Based in the office of Mental Health Scotland in Glasgow. Very good material. They work mainly with schools and politically responsible figures and parents. They try to work with those politically responsible for the 32 regions of Scotland. They encourage them to introduce new anti-bully strategies. They actively approach those who are politically responsible in schools. In some cases this works very well, as in Glasgow where they are able to win over a central person from the local school board to collaborate. In other areas, such as the Shetland Islands, this does not work so well at present. <i>Respect me</i> does not work on the basis of the approach of Dan Olweus/Norway which is very widespread in the English-speaking world. They do not agree with the two main criteria that bullying has to take place intentionally and repeatedly. They believe that to have been bullied once can have such severe consequences for a child that it is to be assessed as bullying. Humour often covers over homophobic and racist bullying. This is important for <i>Respect me</i>. Bullying should always be designated as such directly, but children and youth should not be categorized as victims and perpetrators (bullyvictim) because one cannot help anyone by categorizing/stigmatizing them. Behaviour is discussed and not the individual. Children are taught to keep a distance from children they do not like, and that they must still respect them, even if they don't like them. Bullying can also result in latently malicious gazes.</p> <p>Some parents advise their children to hit back when they are bullied. <i>Respect me</i> tell their children that they can do this but that this is a risky decision. <i>Respect me</i> has no special concepts for especially vulnerable children, but it enters into partnerships with experts who work together with persons with special needs, asylum seekers, etc. Initially they did a lot of awareness-raising campaigns on the radio and in public transport, but now they are well known. Cyber-mobbing is explicitly understood as mobbing. It is important to see the</p>	<p>They work primarily with the local school authorities and communities where they teach trainers. The education concept is very comprehensive with well prepared materials. Bullying and its consequences as well as its prevention are well summarized theoretically. Have a good overview of the Scottish communities and where which problems are present. Work closely with the government and are a link between national goals and the local authorities. It is not possible to see how the goals are directly implemented in the population.</p>
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	<p>computer/Internet as a site where virtual meetings take place. For instance: parents are worried that their daughter is going to a bar to meet a man but when she is sitting at home to meet this man they are not worried. This is wrong, since the Internet is a social place. Recently a study was done with 4,000 children from 29 regions of Scotland. 16% of them were cyber-bullied. The notion of “sexual bullying” is incorrect. The term “sexual abusive behaviour” or “sexual aggressive behaviour” was found to be better. The reason was that the motivation behind bullying is not the same as in sexual transgressions.</p> <p>€381,000 annual budget and a staff of 4 and 5 trainers. They also work in very remote parts of Scotland or the Shetland Islands where many young people live in a boarding school. The society of the Shetland Islands is very homogenous. 98% of the population is Protestant. There is one single Chinese family. The work there was very difficult, because there is no awareness. The participants of the workshop there believed that they were not racist. Brian Donnelly suggested that they were perhaps not so racist because there was no occasion to be so. The local authorities there always found new excuses for not wanting to change anything. Thus it is senseless to continue working in this region. In the southern part of Scotland the work with political authorities went very well, by contrast. <i>Respect me</i> is internationally networked: USA, Ireland.</p> <p>They often do an awareness-raising exercise with teachers in the workshops: “What kind of teacher would you tell or not tell a secret? What kind of teacher would you like to be?” According to <i>Respect me</i> there is always room for the role that one would like to be.</p>	
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NGO	Key points	Conclusion
<b>Shakti Women's Aid Edinburgh</b>	<p>Since 26 years, a staff of 22. A counselling and protection facility for women and children who are affected by domestic violence – with a focus on women who are from a black or other ethnic minority. An orderly residence status is, however, important to be accepted – support in issues and steps related to residence law. Women can hardly leave, let alone escape, because of the family or community, which often has more influence than the family. Their immigration status often makes it difficult for them to get an orderly residence status in Scotland and so women often stay in violent relationships until their residence status has been clarified.</p> <p>In Scotland there are not many people with migration background, mainly in Glasgow and in the 3 or 4 other towns where there are asylum centres, however concentrated groups. The most frequent minorities are from Pakistan, China, Poland and the black community of various countries. The members of the Shakti team also do PR work at schools where domestic violence is addressed. Questions are asked to the students such as “What is expected of you because you are a girl/boy?” (gender-based) – by means of PES (Personal and social education) which is a mandatory part of the school curricula. Shakti can again and again organize workshops (45 minutes) at various schools on the theme of “domestic violence” – however, many schools are very careful about this theme. (“We don’t talk about these issues, because we want to keep good relationships to the parents.” There are also training programs for women for self-defence, but these were only supported for a short time and were then no longer offered. Separate contact person for mothers and a separate contact person for children.</p> <p>In their workshops at schools Shakti emphasizes the difference between “forced marriage” and “arranged marriage”. For Shakti</p>	<p>Experienced counselling and training centre. Also offers a shelter for women in an emergency. Much information and prevention work carried out here. Focus is more on prevention and counselling and less on intervention. Good networking with <i>Zero Tolerance</i>. A centre that is very committed to its mission.</p>

	<p>categories such as “race” and “gender equality” are important. Most facilities only decide for one of both categories.</p> <p>In their view it is important that teachers become more involved in parent work with parents from various cultures.</p>	
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<b>Roshi Glasgow</b>	<p>Since 2002. A small counselling facility for minority ethnic children who are backed by the Scottish Community Development Centre (SOC) and the Community Health Exchange (cheX), with a team of five – focus is on advising members of the Pakistani community in Glasgow about self-protection and non-violence. There are workshops at schools and at mosques, and at synagogues (the SAFE project). The work with mosques is particularly sensitive. We were told that everyone who works with children in Scotland requires a “permission from the government” which proves that the person has not been reported or indicted for violence or abuse of children. This rule, however, does not apply for members or religious groups/associations or community centres. They have various small projects, such as the online forum “The Ethnic Survivors Forum”. There is also a helpline. Public attention is also directed to forced marriage – primarily by means of lectures at schools (“Tackling forced marriage”). There are safe houses in London for boys and girls who are affected by forced marriage. They work a lot with their helpline, workshops, lectures and counselling and also offer counselling services in the evenings when it is easier for their young clients to come to the facility unnoticed.</p> <p>There is a very open Imam in Scotland who very much supports the work of Roshni. They organize workshops that take place before and after Koran hours. They give the workshops names such as “Keeping Safe. Keeping Strong. Keeping Smart”. Sexuality and sexual attacks are not addressed explicitly. Themes: healthy/unhealthy relationships, good/bad touching, feelings, etc. The setting is a bit problematic because the teachers feel they are being watched by the Imam. Sometimes a “worry bag” is taken to workshops at schools and mosques. The bag contains cotton balls and the course leader asks the child to first share its worries and then they share something that is pleasantly soft. The workshops last half an hour to an hour and this over a period of four weeks. Backing young girls who are often subject to sexual violence also in the Internet, is also an area where Roshni is</p>	<p>Facility with interesting approaches, working in a very important, sensitive area and in part also in very close contact with the clients. Broad range (workshops, counselling, conferences) of services – no precise specification of main clients (Muslims). Some things are left open. Make big compromises to be able to work at mosques. In these workshops sexual words are avoided – opting instead for words referring to emotions – healthy/unhealthy. Proactive approach.</p>
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	<p>active.</p> <p>Recently there was a case in England where a Pakistani man raped an English girl. The yellow press used this incident to stoke racism by claiming that Pakistani men see English girls as “white meat”. They sometimes organize conferences with the “Conversation Cafés”. There are various tables and at each table there is an expert and one can sit down at a table for a maximum of ten minutes and discuss a given theme. This is mainly intended for teachers, social workers and journalists.</p>	
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NGO	Key points	Conclusion
<b>Scotland's Commissioner for Children and Young People</b> Edinburgh	<p>The Child Commissioner is comparable to the Children and Young People Advocacy, but it is more involved in political work in parliament. They have the right to examine any public or private facility that works with young people and children. However, they hardly make use of this right but they do try to keep an eye on High Risk Children. (Children's homes, young asylum seekers, children with parents in prison).</p> <p>The focus of their work is raising awareness, training and counselling. At the moment the situation is very tense for all social facilities in Scotland because they have to reapply for funding and only receive financial support if they fulfil the government's goals. The recession is very noticeable in Scotland. Scotland has also fallen back in the PISA ranking. The secondary schools (12-16 years of age) are much worse than the primary schools. Immigrants live in three very dense places. There they have problems with the local population, the so-called backlash of whites. The Scottish government is very good when it comes to formulating high-flung national goals. Only part of the plans are integrated in national laws and the necessary backup from the relevant practical facilities is in part lacking. This, however, is not a subject that is publicly discussed.</p> <p>The high speed of changes in the last 8 years in education and the social realm is very strenuous for everyone involved because not enough focus is placed on the existing measures and projects being successful, since the next projects are already being launched. The lacking sustainability is criticized ("disease of projects"). Two websites were recommended to us: <a href="http://www.dartsscotland.org">www.dartsscotland.org</a> and <a href="http://www.safehubscotland.org">www.safehubscotland.org</a></p>	<p>They do not seem to have any concepts/strategies regarding themes such as "transculturalism" – here the English town of Leicester is cited as an example where more migrants than British live. They are constantly looking for new themes that they then present (and implement) mainly at schools or in counselling facilities. Serve as a bridge between law and national goals in the realm of children's and young people's wellbeing and facilities that address related issues.</p>

<p><b>Children in Scotland</b> Edinburgh</p>	<p>An umbrella organization, which 400 facilities belong to. They publish primarily research findings and current findings in the realm of children, children's welfare and education in the monthly journal "Children in Scotland" and they publish the journal "Children in Europe" (<a href="http://www.childrenineurope.org">www.childrenineurope.org</a>) twice a year together with 15 European partner facilities – the Austrian partners are <a href="http://www.unserekinder.at">www.unserekinder.at</a> (a Caritas organisation in Linz). The 15 European partners come together once a year as a "European Board" to discuss the contributions to the journal "Children in Europe". Reports on the Violence Protection Agency in Glasgow which could be interesting for a new study visit – along with the Govern Hill School in Glasgow where many children with immigration background attend school. Here, too, there are discussions on the difficulties in practically implementing the goals related to the well-being of children. There are still reports on the "vicious cycle of poverty". And there are still regions where poverty is very widespread. Childcare in kindergartens, which is very expensive is also an issue that is again and again publicly discussed in Scotland.</p>	<p>PR and publications are the main activities of "Children in Scotland" – networking with European facilities in the area of child protection. There are a number of training programmes organized on certain areas that pertain to children in the broadest sense.</p>
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